**Your Name: Lindsay Slater**

**Grade Level/Course: Sophomore ELA**

**Unit Title: Realism: Rooted in Reality**

**Unit Texts (print and non-print):**

* Novel(s): *Of Mice and Men*
* Poems: “To a Mouse”
* Videos/Film: *Dexter, The Death Doctor, I am Sam*
* Essays/Informational Texts: “The New Deal”, “The Working Poor”, *Upfront:* “Teens & the Minimum Wage”
* Artwork: Time Life “Great Depression”
* Other: Kohlberg’s Moral Reasoning (chart), Howard Gardner’s Multiple Intelligences (handout)

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| **Stage 1 – Desired Results** | |
| **Established Goals (National/Professional Standards – NCTE/IRA):**   1. *Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.* 2. *Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.* 3. *Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).* 4. *Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.* 5. *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.* 6. *Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.* 7. *Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.* | |
| **Established Goals (State Standards – Kansas College and Career Ready Standards):**  **RL.9-10.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  **RL.9-10.2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**  **RL.9-10.3 – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**  **RL.9-10.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**  **RL.9-10.7 – Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).**  **RI.9-10.7 – Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.**  **RI.9-10.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**  **RI.9-10.9 – Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.  W.9-10.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence**  **W.9-10.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**  **W.9-10.9a – Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).  L.9-10.4a – Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.**  **L.9-10.4b – Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).**  **SL.9-10.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**  **SL.9-10.4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.**  **SL.9-10.5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.** | |
| ***Essential Questions:***  *How does a journey demonstrate growth and change in the quester?*  *How do our actions and decisions impact our growth and development as humans?*  *How do the changes in society (laws, social development, and economic patterns) impact the lives of the many different types of people in this country?*  *When is murder justifiable?*  *What is the difference between dreams and goals?*  *What does the literary genre of ‘realism’ suggest about life?*  *What challenges can I potentially expect to face when pursuing my goals? How can I strive to overcome those roadblocks?* | |
| ***Students will know. . .***  -Basic information about The Great Depression and the Recession  -The definition and characteristics of the literary genre *Realism*  -The definition of foreshadowing and how to identify it in a text or film  -How The New Deal impacted citizens who were mentally and physically handicapped  -The stages of Kohlberg’s Moral Reasoning, and what stage they most use  -What their top three Multiple Intelligences are  -How the working poor are affected in everyday life, and be able to budget a day of expenses for their family  -How wages changes affect them NOW  -The definition of theme, be able to identify the author’s message within a text, and support their answer with textual evidence | ***Students will be able to. . .***  -Predict character traits and actions using textual support  -Evaluate the traits of *Realism* within the novel  -Identify and define idioms used in American English  -Acquire the use of new vocabulary found in the texts  -Properly cite the text using MLA format  -Practice silent discussion and debate techniques  -Practice listening and discussing with classmates  -Read aloud with the necessary fluidity and volume  -Listen to the reader while making mental and physical notes of points or questions you want to share in discussion  -Identify foreshadowing in the novel and film  -Creatively portray a theme of the novel using a visual display and a paper that explains your use of artwork and theme |
| **Stage 2 – Assessment Evidence** | |
| **Performance Tasks:**  *-Students will create a visual display of one of the themes from the literature. Students will present their work to the class, and turn-in an explanatory paper with their project where they showcase their ability to connect the text to their creative ability, and demonstrate their knowledge of textual citation.*  *-Students will present and display their work in the classroom for other students and teachers to view.* | **Other Evidence:**  *-Quizzes over text and discussions*  *-Exit Slips (assess retention of lesson, demonstrate understanding of concept, provoke thoughtful discussion for upcoming lessons)*  *-Bellwork*  *-Observation of participation in class discussion*  *-Discussion response questions*  *-Film response questions*  *-* |
| **Stage 3—Learning Plan** | |
| **Learning Activities:**  **-“To a Mouse” pre-reading worksheet**  **-Lennie Prediction Activity**  **-“New Deal” worksheet and discussion**  **-“The Working Poor” Budget worksheet**  **-Slang terms & idioms best guess activity**  **-American Dream guided discussion handout**  **-Vocabulary Review Box**  **-Vocabulary & Idiom Quiz**  **-Chapter 3 Discussion and Written Response**  **-Comprehension Quizzes (every 2 chapters)**  **-Theme Discussion Notes**  **-Realism Lecture & Discussion Notes**  **-*Dexter* response activity**  **-Kohlberg’s Moral Reasoning: Pre- and Post-Reading**  **-Foreshadowing Lecture & Discussion Notes**  **-Final Exam**  **-Multiple Intelligences Test**  **-Theme Project (Major, Final Formative Assessment)** | |